

Research Article

Insecurity and Challenges of Sustainable Quality Secondary School Education in North-central, Nigeria

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Abstract

Within the past few years, the emergence of insurgency groups, violent extremist organisations and bandits have threatened quality education in northern Nigeria – a region grappling with poverty, girl-child marriage and phenomenal number of out-of-school children. These groups have attacked and destroyed school facilities, kidnapped school children and created fear and panic across communities in northern Nigeria. These attacks have had consequential impacts on education. This study examines insecurity and the challenges it pose to quality secondary education in north-central Nigeria. The study utilised survey and descriptive survey research designs. Stratified sampling technique was used to select numbers of schools in four states within the north central based on school type (federal, states, private) and school security guards. The study population consisted of education stakeholders including secondary school principals, school teachers, quality assurance officers and school security guards. Multi-stage random sampling procedure was used in selecting 400 respondents for the study. Random sampling was deployed to select the number of respondents (77 school principals, 200 school teachers, 72 quality assurance inspector, and 51 school security guards). The research questions were answered using mean standard deviation. Findings revealed that insecurity had significant impact on monitoring, evaluation and the teaching-learning process in north central Nigeria. The study submits that insecurity is a threat to quality secondary education in north-central Nigeria. The study recommends deployment of technology in quality control in the education sector as well as adoption of the Safe School Initiative at the State and local government level across the region in order to make secondary school security community driven.

Keywords

Insecurity, Quality Education, Northern Nigeria

1. Introduction

Education is regarded as an instrument for the development of any nation. Basically, it involves the transfer and acquisi-

tion of knowledge, skills, attitudes and values through teaching and learning process in an organized environment,

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which in this context is school setting. Target and objective of education designs is to assist individuals to develop their abilities and skills in various fields of competence in order to fulfill their potentials, to lead productive and satisfying lives in the society.

Uwakwe, Kadah and Audu-Bako [1] identified five characteristics of quality education thus; “the learner, content of learning, process of learning, learning environment, and learning outcomes”. This implies that the learner's experience should be supported by parents or family members ensuring that the learner is healthy, well-nourished and ready for learning. Relevant educational contents that addresses needs of the child should be logically presented by a trained teacher in a well-managed classroom. The learning environment should be accommodating, stimulating and devoid of any security threats; and the learning outcomes through assessment should meet the expectation and promote participation in the society. These elements no doubt present overview of quality education process including secondary school education.

In Nigeria, secondary education is age long, having developed alongside western education which was introduced by Christian missionaries in the 18th century [2]. Secondary school education in Nigeria is like a bridge; it is the post-primary education that connects learners and provides them opportunity to attend tertiary institutions after completion of secondary education and upon meeting the admission requirement of tertiary institutions. Apart from serving as a link between primary and tertiary education, it provides opportunity for a child to acquire additional functional knowledge, skills and traits that are beyond the primary level. Chinelo [3] opined that the major factor that necessitates the acquisition of secondary education is that the education being provided at the primary level is proving to be insufficient for a child to acquire permanent literacy, communication skills in writing or oral and numerical skills expected at the end of the training. Beyond this, secondary education is a critical stage of learning that is a pointer and a ladder to high manpower development for growth.

One of the five characteristics mentioned above is the learning environment which supposed to be friendly and devoid of security threat. However, in recent times, some secondary school learners, staff members, school properties, equipment, buildings, school users and school communities in Nigeria particularly in the northern region have experienced or are under security threats such as kidnapping, abduction, attack, rape, bombing and death of students, teachers and education stakeholders.

Insecurity in secondary schools in northern Nigeria have continued to be a major challenge especially, its negative implication on the development of quality education. Nwosu [4] stated that the April 14th, 2014 kidnapping of 276 Secondary School girls at Government Girls Secondary School Chibok, Borno State was the first point of global attraction association with abduction in Secondary School students in

northern Nigeria. Adesulu [5] added that about 2295 teachers was killed and 1900 displaced between 2009 and 2018 in Northern Nigeria. Jones [6, 7] provides additional details on the phenomenon pointing out that 110 students were abducted from Dapchi Secondary School (Yobe State); 300 students abducted from Jangebe Secondary School (Zamfara State); 37 students abducted from Federal College of Forestry Mechanization (Kaduna State). Additional studies [8-12] have decried the spate of insecurity and its effects on schools in northern Nigeria.

In North-central Nigeria consisting of Benue, Kogi, Kwara, plateau, Nasarawa, Niger states and the Federal Capital Territory, attacks on secondary schools remains prevalent. Studies [13, 14] provided a synopsis of attacks on schools in northcentral Nigeria. Accordingly they noted that Government Science Secondary School Kagara in Niger State was attacked by gunmen on 17 February, 2021 - 27 students, 5 teachers and 9 others were abducted. On 26 June, 2021 about 136 students and some teachers were also kidnapped from Salihu Tanko Islamic school (STIS), Tegin in the same Niger state. The Government College Toto, Nasarawa state was also attacked by bandits. Similarly, over 30 primary and 10 secondary schools have been closed down in Guma, Aguta, Gwerwest, Kwande and some parts of Makurdi in Benue State due to bandits attacks.

Lehr [15], observe that the goal of education cannot be attain in a zone characterized with insecurity and quality education cannot be guaranteed if the learning environment is not safe and secured. Insecure school environment could affect teaching learning process negatively, it affects the ability of quality assurance inspectors, teachers and school administrators to effectively perform their roles. In recognition of the threat insecurity pose to the life of learners, teachers and quality control and enforcement officers, the federal government of Nigeria established the Safe School Initiative spearheaded by the Nigeria Security and Civil Defence Corps to protect learners from attacks and actions that can impede the delivery of quality education. This paper examines the challenges insecurity pose to delivery of quality secondary education in north-central Nigeria.

The research questions that guided the paper are:

- (1) What is the impact of insecurity on accreditation of secondary schools for sustainable quality education in North Central, Nigeria?
- (2) What is the influence of Insecurity on evaluation in secondary schools for sustainable quality education in North Central, Nigeria?
- (3) What is the impact of Insecurity on teaching and learning in secondary schools for sustainable quality education in North Central, Nigeria?

1.1. Statement of Hypotheses

The following hypotheses formulated were to test as 0.05 levels of significance;

HO₁: There is no significant impact of Insecurity on regular monitoring of secondary schools for sustainable quality education.

HO₂: There is no significant impact of Insecurity on evaluation of secondary schools for sustainable quality education.

HO₃: There is no significant impact of Insecurity on teaching-learning process in secondary schools for sustainable quality education.

1.2. Justification for the Study

Secondary school education level is a critical stage in Nigeria's educational system. It is the bridge between basic and tertiary education. The study focuses on secondary schools because education acquired at this level is pivotal to the future of students. Additionally, while incidences related to insecurity in schools have occurred in primary schools and tertiary institutions in other parts of Nigeria, such incidences appear rampant in secondary schools in the study location - north-central Nigeria.

2. Conceptual Overview

2.1. Secondary School Education in Nigeria

Secondary School Education is widely accepted as a major instrument for promoting socioeconomic, cultural manpower and political development. That is why the philosophy of Nigerian Education is predicated on the development of the individual into sound and effective citizen at the basic secondary level both inside and outside the formal school system [16]. Secondary School Education is a bridge between primary level and tertiary level of education. It is also viewed as the completion of basic education, aimed at laying a solid foundation for lifelong learning by offering more subjects toward skill acquisition oriented knowledge. The origin of Secondary Education in Nigeria is traced to the Christian Missionary Society (CMS) in 1842 [17]. Adesina [18] reported that the early activities of the CMS mission was limited to providing elementary/primary school level education until the established the CMS Grammar (Secondary) School, Bariga, Lagos in 1859. Fabunmi [19, 20] opined that the colonial government established Kings College, Lagos in 1909 and it was the first government owned secondary school in Nigeria. Currently, thousands of public and private owned secondary schools exist in Nigeria. Fafunwa [21, 22] observed that many ordinances, edicts, and laws have been enacted by both military and civilian governments to improve the quality of Secondary Education in Nigeria.

Secondary Education is aimed at developing a learners' level of education better than the primary level of education. This level of education is normally provided after primary level of education before tertiary education. Abdullahi. & Terhemba [23] posits that primary education is insufficient for learners to acquire full literacy, numeracy and communication skills required to be relevant and productive in the society. The type of education provided in secondary schools is divided into Junior Secondary and Senior Secondary schools. Each level is guided by relevant curriculum to ensure that the learners are equipped with appreciative knowledge, skills, competency and capacity to pursue and achieve their highest potentials [24].

2.2. Insecurity and Quality Education

Nigeria's National Policy on Education submits that education should be qualitative, comprehensive, functional and relevant to the needs of the society. No nation can achieve educational excellence amidst widespread insecurity of lives and properties. In Nigeria the Boko haram insurgency group, bandits and other armed groups have carried out targeted attacks on schools in Nigeria. There has been an upsurge in attacks on schools including kidnapping of students, killing of teachers and destruction of schools and learning materials. For instance, the abduction of 276 Chibok girls in 2014: 110 Dapchi Secondary School students: 300 Jamgebe students: 27 Kangara Secondary School students: 37 from Federal College of Forestry Kaduna [25]. The menace of insecurity threat in schools in Nigeria at large and the northcentral in particular has resulted in the erosion of quality education as education stakeholders such as quality assurance inspectors are unable to visit secondary schools to monitor, inspect and regulate curriculum delivery by teachers and well as test learners understanding of the teaching and learning process in secondary schools [26].

In any education system, peace and tranquility is recipe for a successful teaching-learning process. However, millions of secondary school learners in Nigeria are caught up in conflicts that result to insecurity threat not only of their school attendance but to their lives and property [27]. Insecurity threat to secondary schools in Nigeria have resulted in poor supervision, monitoring and regulating of curriculum content delivery, shutting down of many schools, increased school drop-out of children, reduced school attendance, poor content and curriculum delivery.

The table below shows an explication of school attacks from 2013 to 2022 which has left parents, school children, teachers and other stakeholders in constant fear

Table 1. Summary of School Attacks in Nigeria from 2013-2021.

S/N	YEARS OF ATTACK	NAME OF SCHOOL	STATE	NATURE OF ATTACKS AND CASUALTIES
1.	06-07-2013	Mamudo Govt. Secondary School	Yobe	Mass shooting: 14 Students/Teachers Killed
2.	29-09-2013	Govt. College Gujuba	Yobe	44 People Attacked by Unknown Gunmen And Killed
3.	25-02-2014	FGC Buni Yadi	Yobe	59 Boys Killed And 24 Halls Burnt to Ashes by Unidentified Gunmen
4.	14-04-2014	G G C Chibok	Bornu	276 Girls Kidnapped by Boko Haram Insurgents
5.	17-09-2014	Federal College of Education, Kano	Kano	Suicide Bombing and Killing Of Several Students
6.	02-03-2016	Babington Macaulay Junior Seminary, Ikorodu	Lagos	3 Students Abducted by Unknown Gunmen
7.	13-01-2017	Nigeria Tulip International college, Isheri (Former Turkish Int'l College)	Ogun	10 Student and Staff Abducted by Gunmen
8.	16-01-2017	University of Maiduguri	Bornu	Suicide Bomber Killed 3 Students Including A Prof
9.	25-05-2017	Lagos State Model College, Igbonla Epe	Lagos	6 Students Abducted By Kidnappers
10.	19-02-2018	G G S T College Dapchi	Yobe	111 School Girls Abducted by Boko Haram Insurgents
11.	19-12-2020	Islamiyyah School Mahuta Kastina	Kastina	880 Students Abducted, But Rescued Shortly
12.	18-02-2021	Government Science School, Kagara	Niger	47 Students Abducted; 27 People Rescued After 10 Days
13.	26-02-2021	Govt. Girls College Jangebe	Zamfara	Mass Kidnapping Of 300 Students by Unidentified Gunmen
14.	12-03-2021	Fed. College of Forestry, Kaduna	Kaduna	Mass Abduction of More Than 10 Students By Insurgents
15.	30-05-2021	Saliyu Tanko Islamiyyah School, Tegna	Niger	About 150 Students Abducted, Some Rescued

Source: Kadah, 2023

3. Methodology

3.1. Research Design

The study adopted descriptive survey research designs. These designs are considered appropriate because the study involves assessment of opinion and perception of a large number of population at a particular time. The design aims at collecting data and describing in a systematic manner the variables about the given population. It is also concerned with “what is going on” in quantitative terms there is no manipulation of the variables because some had presumably occurred.

3.2. Sample and Sampling Technique

A sample size of 400 respondent involving 77 principals, 200 Teachers, 15 Quality Assurance Inspectors (QAI) and 51

school security guards. Multi stage sampling procedure was used to determine the selection of the samples of the study. Multi stage stratified Random sampling technique was used to select the secondary school based on school ownership types. Simple random sampling techniques was used to select Quality Assurance Inspector, Principals, Teachers, and School Security Guards.

3.3. Methods of Data Collection

The study used questionnaire for data collection. The questionnaire tagged “Assessment of Insecurity and Challenges of Quality Secondary Educations Questionnaire” (AICQSEQ) developed by the researchers to elicit information for data analysis.

3.4. Method of Data Analysis

The research questions was answered using descriptive statistics mainly frequencies mean and standard deviation to

examine and interrogate the research objectives on the influenced insecurity on the variable of the study. The scale mean (SM) and pooled mean (PM) was weighted on four point likert rating scale (LRS), 3.00 on the items to find out its yield from the standard deviation on the rated items. The null hypothesis of the study was tested using analysis of variance (ANOVA) in testing the significance of influence of the variables in the study at 0.05 significant level.

4. Presentation of Findings

RQ 1: What is the impact of insecurity on regular monitoring of secondary schools for sustainable quality education in North Central, Nigeria?

Table 2. Mean and Standard Deviation on Monitoring of Secondary Schools for Sustainable Quality Education.

STATEMENTS	SA	A	D	SD	\bar{x}	StD
Affects effective monitoring of standards in secondary school	162	148	60	30	3.11	1.76
Hampers regular monitoring of curriculum content to improve set standards in schools	152	148	60	40	3.03	1.74
Impedes regular monitoring of staff attendance to work	142	158	55	45	2.99	1.93
Hinders regular monitoring of student attendance to school	152	148	60	40	3.03	1.74
Impedes regular monitoring and appraisal of staff performance	142	158	55	45	2.99	1.93
Hinders regular monitoring of student performance/ achievement	152	148	60	40	3.03	1.74
Affects regular monitoring to solve arising conflicts	132	168	60	40	2.98	1.72
Hinders regular monitoring of day to day school activities	142	158	55	45	2.99	1.93
Pooled Mean (PM)					3.01	1.74
Scale Mean (SM)					2.50	

Source: Fieldwork (2023)

Table 2 shows mean and standard deviation on the impact of insecurity on regular monitoring of secondary schools for sustainable quality education in North Central Zone. The opinion of 400 respondents on items in Table 2 yielded pooled mean of 3.01 with a standard deviation of 1.74. That is

PM>SM.

RQ 2: What is the influence of Insecurity on evaluation in secondary schools for sustainable quality education in North Central, Nigeria?

Table 3. Mean and Standard Deviation on Evaluation of Secondary Schools for Sustainable Quality Education.

STATEMENTS	SA	A	D	SD	\bar{x}	StD
Hampers effective evaluation of standards in secondary school	162	148	60	30	3.11	1.76
Affects evaluation of school curriculum and contents	152	148	60	40	3.03	1.74
Impedes evaluation of learners/teachers performance and achievements	142	158	55	45	2.99	1.93
Impedes evaluation of learners education-induced behavioral changes	152	148	60	40	3.03	1.74
Hampers regular evaluation of teaching/ instructional materials	142	158	55	45	2.99	1.93
Hinders evaluation of healthy lifestyles of teachers/learners	152	148	60	40	3.03	1.74
Affects evaluation of school development	132	168	60	40	2.98	1.72
Hinders regular evaluation of the contribution of education to the society	142	158	55	45	2.99	1.93
Pooled Mean (PM)					3.01	1.74

STATEMENTS

Scale Mean (SM) 2.50

Source: Field Work (2023)

Table 3 shows mean and standard deviation on the impact of insecurity on regular evaluation of secondary schools for sustainable quality education in North Central Zone. The opinion of 400 respondents on item on Table 3 yielded pooled mean of 3.01 with a standard deviation of 1.74. That is

PM>SM.

RQ 3: What is the impact of Insecurity on teaching and learning in secondary schools for sustainable quality education in North Central, Nigeria?

Table 4. Mean and Standard Deviation on Insecurity in Teaching and Learning in Secondary Schools for Sustainable Quality Education.

STATEMENTS	SA	A	D	SD	\bar{x}	Std
Abduction and kidnapping of students	142	158	55	45	2.99	1.93
Reduction in school enrolment	152	148	60	40	3.03	1.74
Due to insecurity accreditation of schools is affected	142	158	55	45	2.99	1.93
Insecurity affects regular monitoring of schools	162	148	60	30	3.11	1.76
Insecurity affects regular supervision of schools	152	148	60	40	3.03	1.74
Insecurity affects regular inspection of schools	152	148	60	40	3.03	1.74
Insecurity affects regular evaluation of schools	142	158	55	45	2.99	1.93
Shortage of teachers in secondary schools	142	158	55	45	2.99	1.93
Closure of some secondary schools	152	148	60	40	3.03	1.74
Insecurity caused brain drain among staff	142	158	55	45	2.99	1.93
Insecurity has increased school dropout	162	148	60	30	3.11	1.76
Insecurity has created psychological trauma for teachers and learners	152	148	60	40	3.03	1.74
Insecurity has led to loss of lives	152	148	60	40	3.03	1.74
Insecurity is a threat to quality education	152	148	60	40	3.03	1.74
Insecurity has destroyed physical school facilities	152	148	60	40	3.03	1.74
Insecurity has affected internal school security measures	152	148	60	40	3.03	1.74
Pooled Mean (PM)					3.11	1.76
Scale Mean (SM)					2.50	

Source: Field Work (2023)

Table 4 shows mean and standard deviation on the impact of insecurity on teaching and learning in secondary schools for sustainable quality education in North Central Zone. The opinion of 400 respondents on item 41-56 yielded pooled mean of 3.11 with a standard deviation of 1.76. That is PM>SM.

4.1. Data Analysis and Testing of Hypotheses

Ho₁: There is no significance impact of insecurity on regular monitoring of secondary schools for sustainable quality education in North Central Zone

Table 5. One-Way ANOVA Result on Impact of Insecurity on Regular Monitoring of Secondary Schools for Sustainable Quality Education.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10453.995	5	2090.799	73.657	.001
Within Groups	11182.395	394	28.382		
Total	21636.391	399			

Table 5 show one-way-ANOVA result on impact of insecurity on regular monitoring of secondary schools for sustainable quality education. At 0.05 and the $df=5, 399$, $f=73.657$, Sig (P)=0.001. That is, $0.05 > p$. the H_{o1} was no retained; hence there is a significance impact of insecurity on regular monitoring of secondary schools for sustainable quality education in North Central Zone.

H_{o2} : There is no significance impact of insecurity on evaluation of secondary schools for sustainable quality education in North Central Zone.

Table 6. One-Way ANOVA Result on Impact of Insecurity on Evaluation of Secondary Schools for Sustainable Quality Education.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10453.995	5	2090.799	73.657	.001
Within Groups	11182.395	394	28.382		
Total	21636.391	399			

Table 6 show one-way-ANOVA result on impact of insecurity on evaluation of secondary schools for sustainable quality education. At 0.05 and the $df=5, 399$, $f=73.657$, Sig (P)=0.001. That is, $0.05 > p$. the H_{o2} was no retained; hence there is a significance impact of insecurity on evaluation of secondary schools for sustainable quality education in North Central Zone.

H_{o3} : There is no significance impact of insecurity on teaching and learning of secondary schools for sustainable quality education in North Central Zone.

Table 7. One-Way ANOVA Result on Impact of Insecurity on Teaching and Learning of Secondary Schools for Sustainable Quality Education.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10453.995	5	2090.798	73.558	.002

	Sum of Squares	df	Mean Square	F	Sig.
Within Groups	11182.395	394	28.381		
Total	21636.391	399			

Table 7 show one-way-ANOVA result on impact of insecurity on teaching and learning of secondary schools for sustainable quality education. At 0.05 and the $df=5, 399$, $f=73.558$, Sig (P) = 0.002. That is, $0.05 > p$. the H_{o3} was no retained; hence there is a significance impact of insecurity on teaching and learning of secondary schools for sustainable quality education in North Central Zone.

4.2. Discussion of Finding

Finding from research question one in Table 1 shows mean and standard deviation on the impact of insecurity on regular monitoring of secondary schools for sustainable quality education in North Central, Nigeria. The opinion of 400 respondents on statements on the table yielded pooled mean of 3.01 with a standard deviation of 1.74. That is $PM > SM$. Drawing inferences from H_{o1} in Table 4 show one-way-ANOVA result on impact of insecurity on regular monitoring of secondary schools for sustainable quality education. At 0.05 and the $df=5, 399$, $f=73.657$, Sig (P)=0.001. That is, $0.05 > p$. the H_{o1} was no retained; hence there is a significance impact of insecurity on regular monitoring of secondary schools for sustainable quality education in North Central, Nigeria. This finding agree with Abdullahi, Kabiru and Umar (2023) submission that there is a significance impact of insecurity on regular monitoring of secondary schools for sustainable quality education in North Central, Nigeria.

Finding from research question two in Table 2 shows mean and standard deviation on the impact of insecurity on regular evaluation of secondary schools for sustainable quality education in North Central, Nigeria. The opinion of 400 respondents on statements on the table yielded pooled mean of 3.01 with a standard deviation of 1.74. That is $PM > SM$. Drawing inference from H_{o2} in Table 5 show one-way-ANOVA result on impact of insecurity on evaluation of secondary schools for sustainable quality education. At

0.05 and the $df=5, 399, f=73.657, \text{Sig}(P)=0.001$. That is, $0.05 > p$. the H_02 was no retained; hence there is a significance impact of insecurity on evaluation of secondary schools for sustainable quality education in North Central, Nigeria. This finding reaffirms Monday, Tanimu and Bala (2021) submission that there is a significant impact of insecurity on regular evaluation of secondary schools in Sokoto State. Uwakwe and Kadah and Audu-Bako (2021) study revealed that the prevalence of insecurity has resulted in poor monitoring and evaluation of schools by regulatory agencies, which are necessary tools for sustained quality delivery to learners.

Finally, finding from research question three in table 3 shows mean and standard deviation on the impact of insecurity on teaching and learning in secondary schools for sustainable quality education in North Central, Nigeria. The opinion of 400 respondents on statements in the table yielded pooled mean of 3.11 with a standard deviation of 1.76. That is $PM > SM$. Drawing inference from H_03 in Table 6 show one-way-ANOVA result on impact of insecurity on teaching and learning of secondary schools for sustainable quality education. At 0.05 and the $df=5, 399, f=73.558, \text{Sig}(P)=0.002$. That is, $0.05 > p$. the H_03 was no retained; hence there is a significance impact of insecurity on teaching and learning of secondary schools for sustainable quality education in North Central, Nigeria. This finding agrees with Abdulkareem's (2023) submission that there is a significance impact of insecurity on teaching and learning of secondary schools for sustainable quality education in Kano State, Nigeria. Ojukwu (2017) posits that insecurity of school environment significantly affects the academic performance of secondary school students which eventually cause students' drop-out from school to settle for trading activities or marriage.

5. Conclusions

This study examines insecurity and the challenges it poses to quality secondary education in north-central Nigeria. The study utilised survey and descriptive survey research designs. Stratified sampling technique was used to select numbers of schools sampled for the study. The study research questions were answered using mean standard deviation. The study submits that the threat posed by insecurity to quality education in secondary schools is real and needs to be given urgent attention by security agencies and education stakeholders. Findings indicate that insecurity hampers regular monitoring and evaluation of secondary schools for sustainable quality education in North Central Zone. The study further submits that insecurity has resulted in low school attendance; drop in school enrolment and fear, panic and trauma for learners and teachers. Thus, the paper posits that the inability of relevant stakeholders to monitor, evaluate and oversee the teaching-learning processes is a challenge to quality education for sustainable development in north-central region of Nigeria.

6. Recommendations

Based on the findings of the study, it was recommended that:

- 1) Quality assurance stakeholders in the education sector should consider the utilization and deployment of technology as mechanisms for monitoring and evaluating quality in secondary schools.
- 2) The Safe School Initiative of the Federal Government should be properly funded and replicated by States and Local governments to make the Initiative more effective.

7. Agenda for Further Studies

Based on findings from the study, the following are suggested for further academic study:

- 1) There is need to investigate dynamics and challenges faced by security agencies in attempting to secure secondary schools in the study locations.
- 2) There is need to examine various government initiatives that are targeted at securing schools in Nigeria in order to understand the nuances of their operations and impediments to their success.

Abbreviations

AICQSEQ	Assessment of Insecurity and Challenges of Quality Secondary Educations Questionnaire
ANOVA	Analysis of Variance
CMS	Christian Missionary Society
FRN	Federal Republic of Nigeria
LRS	Likert Rating Scale
NSCDC	Nigeria Security and Civil Defence Corps
PM	Pooled Mean
QAI	Quality Assurance Inspectors
SM	Scale Mean
STIS	Salihu Tanko Islamic School

Conflicts of Interest

The authors declare no conflicts of interest.

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